

THE DEVELOPMENTAL TRAJECTORY OF WRITING STANDARD #1: ENGLISH LANGUAGE ARTS

Writing Standard #1 (ELA)	6 th Grade	7 th Grade	8 th Grade	9 th - 10 th Grades	11 th - 12 th Grades
1	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims with clear reasons and relevant evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1.a.	Introduce claim(s) and organize the reasons and evidence clearly.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, & possible biases.
1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
1.d	Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
1.e	Provide a concluding statement or section that follows from the argument presented	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.

Source: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

THE DEVELOPMENTAL TRAJECTORY OF WRITING STANDARD #1: HISTORY

Writing Standard #1 (HIST)	6 th – 8 th Grades	9 th - 10 th Grades	11 th - 12 th Grades
1	Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .	Write arguments focused on <i>discipline-specific content</i> .
1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
1.d	Establish and maintain a formal style.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.	Provide a concluding statement or section that follows from or supports the argument presented.

Source: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.